

Inspection of Stockland and Yarcombe Pre-school

Stockland Victory Village Hall, Stockland, Honiton, Devon EX14 9EF

Inspection date: 9 March 2020

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because the staff do not have a good enough understanding of some safeguarding requirements. Nevertheless, children are settled, have secure relationships with the staff and enjoy their time at the setting. They are confident in the well-organised and stimulating environment. Children independently choose from the wide range of available activities and are secure in the knowledge that they can explore and experiment with staff's full support. For example, children extend the planned exploration of herbs and dough to add soil to their mixture. Staff match their delight and extend the learning to encourage children to consider the impact this has on the texture and properties of the mixture.

Staff have clear expectations for children to learn through their play, and children are well prepared for their future learning. They are motivated to join in. Staff plan a broad and stimulating curriculum that is tailored to meet children's specific needs. Children are confident communicators and staff make good use of opportunities to engage them in conversation. Older children are able to accurately remember and describe water experiments they have undertaken the previous week. They are able to create recognisable letters as they write their own names on their artwork. Children concentrate well on their chosen activities.

What does the early years setting do well and what does it need to do better?

- Staff undertake statutory training to keep their safeguarding knowledge up to date, but this is not fully effective in supporting them to take appropriate actions. While staff recognise when children are at risk of harm, they do not report such concerns promptly enough to the appropriate agencies. This compromises children's safety.
- Overall, the managers have a clear view for the continued improvement of the setting, although they have failed to identify the breaches of safeguarding requirements. They review the quality of teaching practice to reflect on what is working well and to identify some areas for further improvement. Managers create plans to support curriculum improvement and focus on the impact this will have on children's learning. For example, they have secured funds to improve the outdoor area to better support all age groups and to integrate more mathematical learning. Managers have identified and are attending training to ensure that they can fully support the delivery of this vision.
- Children benefit from staff's strong partnerships with parents, other providers and the local school. Staff share progress information with other settings attended by the children to ensure continuity of education. Staff take account of feedback from the local school and take part in visits to and from the school. Children are fully prepared and have a smooth move into their next phase of

education. Staff share regular information with parents, who report that they are extremely pleased with the quality of provision and the progress their children make.

- Staff closely monitor and track children's progress. They identify clear and precise next steps that they use to help children build upon their existing skills and knowledge and close any gaps in their learning. This supports all children to make good progress in their learning.
- Staff use an effective mix of questions, instructions and praise to help children learn. However, they do not always maximise all opportunities to extend learning for older children, and younger children are not always fully engaged in large-group activities.
- Children benefit from healthy snacks, follow robust hygiene routines and have plenty of opportunities to be physically active. They independently wash their hands before meals. Children choose from a selection of whole fruits, which they persevere to peel themselves to reduce the potential spread of infection from shared platters. Children are patient and take turns to visit the snack table. They behave well and respond positively to the staff's consistent praise.
- Managers have good regard for the well-being of the staff. They put in place sound measures to support staff to reduce pressure and workloads. The manager has strong relationships with the team and provides clear support to ensure that staff enjoy their work and feel supported.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to promptly inform external agencies of concerns about children's welfare, as is required. This means that agencies are not able to act to safeguard children's welfare as effectively as possible. Staff keep basic records of such concerns but these lack some detail. Other aspects of ensuring children's safety are well considered. Staff regularly review and risk assess the premises effectively to create safe spaces for children's play. For example, all mobile phones are handed in on arrival and clear signs remind staff that hot drinks must stay in the kitchen area. Staff use planned and everyday opportunities well to teach children how to keep themselves safe. They teach children how to play safely, and children are able to correctly identify safe practice rules when using the parachute.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that the provider and designated safeguarding lead are confident in their responsibility to promptly notify external agencies, such as multi-agency safeguarding hubs, when they have concerns about children's welfare	10/04/2020
improve staff's knowledge and understanding of how to implement safeguarding procedures in relation to recording potential concerns.	10/04/2020

Setting details

Unique reference number	106046
Local authority	Devon
Inspection number	10125931
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	22
Name of registered person	Stockland and Yarcombe Pre-School Committee
Registered person unique reference number	RP907751
Telephone number	07890347613
Date of previous inspection	18 May 2015

Information about this early years setting

Stockland and Yarcombe Pre-school opened in 1976 and is run by a parents' committee. The pre-school is set in the rural village of Stockland, near Honiton, East Devon. Sessions run from 9am to 3.15pm on Monday, Wednesday and Thursday, and from 9am to 12.15pm on Friday, term time only. The pre-school receives funding to provide free early education for children aged three and four years. There are four members of staff who work with the children. Of these, three hold qualifications at level 3 and one member of staff is working towards an early years qualification.

Information about this inspection

Inspector

Jo Beighton

Inspection activities

- The manager took the inspector on a tour of the premises and explained how they organise and plan the curriculum.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The manager and the inspector conducted a joint observation.
- The inspector spoke to committee members, staff and children at appropriate times throughout the inspection.
- The inspector met with the manager. They discussed safeguarding and looked at relevant documentation to support this and evidence of staff's suitability to work with children.
- The inspector spoke to parents and read letters to take account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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